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# CHRONICLE of Higher Education

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## News Summary

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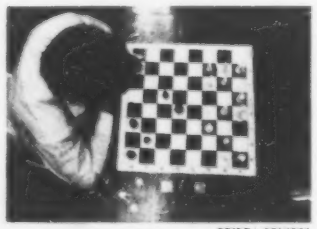
**The stereotype** of Dwight D. Eisenhower as a kindly but bumbling President is changing as a result of recent scholarship. Story on Page 5.

**Buoyed** by recent successes, conservative students already are planning strategy for the 1988 Presidential campaign. Story on Page 17.

**Corporate education** has become a key element in the American education system, a new report says. Story on Page 22.

**Two measures** to counteract the Supreme Court's Grove City College ruling were introduced in Congress last week. Story on Page 23.

**Striking members** of Yale University's clerical and technical workers' union approved a new contract last week. Story on Page 27.



FRIEDA SQUIRES

**Chess** may never compete with football as a big-time sport, but it is prospering at Rhode Island College. Story on Page 29.

**Sharp declines** have been reported in the number of foreign students in Canada. Story on Page 33.

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## *Foundations Seek Better Relations on Capitol Hill*

### They're not allowed to lobby, but can 'educate' lawmakers

By PAUL DESRUISSEAUX

WASHINGTON

The nation's foundations are devoting more and more attention to representing—and protecting—their interests in Washington.

Recognizing that what happens on Capitol Hill can affect philanthropy just as much as what happens on Wall Street, many foundation officials have developed as keen an interest in the tax-writing committees of Congress as they have in the stock market.

They say that in 1984, 15 years after philanthropy was severely damaged by Congressional hearings and the tax law that resulted from them, foundations won more battles than they lost.

Foundation representatives may be in even greater evidence here this year, as Congress considers numerous tax-reform proposals, some of which would wipe out recent legislative gains made by foundations as well as limit deductions for charitable giving.

"That's the kind of issue that I don't for a moment hesitate to write to the President about," says Margaret E. Mahoney, president of the Commonwealth Fund. "That particular threat right now has implications

*Continued on Page 20, Column 1*

**Carnegie Corporation** is launching a program to examine links between education and economic needs. Story on Page 21.

# Reagan Administration Attempt to Limit NIH Grants Assailed as a 'Dangerous Precedent'

### Some see it as an effort to thwart the will of Congress; cutback won't spread to other agencies, White House says

By KIM McDONALD

WASHINGTON

An attempt by White House officials to limit sharply the number of research awards made by the National Institutes of Health this year could, if successful, establish a "dangerous precedent" that would allow the Reagan Administration to reduce the number of research grants awarded by other federal agencies, higher-education representatives warned last week.

An Administration budget spokesman said, however, that there were no plans to extend the limit beyond the health institutes.

N.I.H. officials confirmed that they had received a memorandum from the Office of Management and Budget directing them to award no more than 5,000 new and competing research grants in fiscal 1985. That is 1,500 less than the agency had planned to support.

President Reagan, in his budget request last year, asked Congress to limit the number of three-year research grants awarded by the agency to 5,000 this year, down from the 5,495 that were awarded in fiscal 1984.

Congress refused, providing the N.I.H. with enough money to support 6,500 awards.

The O.M.B. directive, which instructs the N.I.H. to award 5,000 grants and to use the remaining money to extend support for about 700 of the grants for one or two additional years, is thus regarded by many higher-education representatives and Congressional aides as an attempt to thwart the intent of Congress.

**'Restrictive Legislation' Seen**

"We think it's a terrible way for them to restrict these funds," said Nan S. Wells, director of governmental affairs for Princeton University. Faculty members there had submitted 65 research proposals to the agency for fiscal 1985.

Ms. Wells said that if the O.M.B. were allowed to proceed with its directive, not only would health research be hampered, but a dangerous precedent would be set that could lead to the same treatment for research programs in other federal agencies.

Such a threat, she added, would force many Congressional committees to write "very restrictive legislation" spelling out how each agency should spend its money, rather than allowing program officers and advisory panels of researchers to decide

*Continued on Page 26, Column 3*

## *Science Agency Aims Its Education Aid at Younger Students*

WASHINGTON

Officials of the National Science Foundation have begun a "new thrust" this year to strengthen the interest and skills of elementary- and junior-high-school students in mathematics and science.

The effort, the officials say, represents a "major refocusing" of the foundation's precollege science-education program, which had previously concentrated on helping students and teachers in high schools.

While the precollege program will continue to support activities in high schools, it will now spend up to half of its funds on projects that specifically benefit students from kindergarten through the eighth grade.

The new science-education plans were

*Continued on Page 24, Column 2*

# Many Ethiopian Jews Airlifted to Israel Are Enrolling in College Programs

By HERBERT M. WATZMAN

JERUSALEM

Many of the Ethiopian Jews who have arrived in Israel in recent months are well-educated young people eager to continue their studies, according to higher-education officials here.

The potential students are among some 7,000 Ethiopian Jews who have come to Israel as part of an Israeli-sponsored airlift from refugee camps in Sudan to which they had fled to escape their famine-stricken villages.

A spokesman for the Student Administration, the Israeli agency that oversees higher-education aid to immigrants, said 50 Ethiopians have enrolled in college-preparatory programs and 20 others are already enrolled in undergraduate or graduate programs at universities in Jerusalem, Tel Aviv, and Beersheba.

"These are students who came here with 12 years of elementary and secondary education, and some who have already studied at Addis Ababa University," said Steven Kaplan of the Hebrew University of Jerusalem.

Like immigrants from other countries, the Ethiopians generally enroll in a one-year preparatory program, during which they study Hebrew and preparatory courses in their academic field. "The

*Continued on Page 34, Column 1*

GEORGETOWN UNIVERSITY

## *Homosexual Students Battle Georgetown U.*

Homosexual students at Georgetown University are seeking official recognition, against adamant opposition. Their lawsuit may reach the Supreme Court. Story on Page 13.

# Scores on Graduate Admission Tests Fell from 1964 to 1982, NIE Study Finds

By JEAN EVANGELAUF

College students' scores on most of the standardized tests used for admission to graduate and professional schools dropped from 1964 to 1982, according to a report released last week by the National Institute of Education.

The reason seems to be that students who major in the professional and occupational disciplines, which have grown rapidly since the 1970's, have lower scores than do arts-and-sciences majors, according to the report of the study.

The report was prepared by Clifford Adelman, a senior associate at the institute, for the agency's Study Group on the Conditions of Excellence in American Higher Education, which published the recent report *Involvement in Learning*. That report cited declining test scores as evidence of problems in undergraduate education but did not go into detail about them (*The Chronicle*, October 24).

Mr. Adelman, who based most of his analysis on test-score data published by the testing services, criticized those organizations for not providing policymakers with consistent and comparable test scores and data about those who take the tests.

Test scores are "a recognized common currency" that is used by policymakers "in symbolic ways to guide analyses of existing conditions in education and proposed changes in educational policy," Mr. Adelman said.

About 550,000 U.S. citizens took the standardized tests in 1981-82, Mr. Adelman said. "This is the only substantial annual sample we possess from which to make some inferences concerning the quality of undergraduate learning in the United States in recent years.

"Whether these particular tests are the best of all possible measures or whether the quality of test performance predicts performance in graduate school, professional school, or subsequent career is beside the point in the symbolic environment of public interpretation," Mr. Adelman said.

The Educational Testing Service issued a statement on the study that said, in part, "If the students taking these tests were a good cross-section of the full graduating class each year, their scores would be useful as partial indicators of student learning, especially when combined with other relevant information. But these test-score data are not this useful. The students who take these tests are an unrepresentative and changing sample of people."

### Changes in 18 Years

The report represents the conclusions of Mr. Adelman, and not of the National Institute of Education or any other agencies or commissions.

His analysis shows the following changes in scores (between 1964 and 1982 unless otherwise noted):

- Moderate increases on the mathematics subject-area test of the Graduate Record Examinations and for the Law School Admissions Test, from 1975 to '82.
- Small increases on the G.R.E. physics test and the biology portion of the Medical College Admissions Test. (All M.C.A.T. changes are from 1977 to '82.)
- No change on the chemistry portion of the M.C.A.T., the quantitative portion of the G.R.E., the G.R.E. biology and economics tests, and the L.S.A.T., from 1968 to '74. (Information on the L.S.A.T. is separated into two time periods because of differences in reporting.)
- Small declines on the reading portion of the M.C.A.T., the Graduate Management Admissions Test, and the G.R.E. chemistry test.
- Moderate declines on the quantitative portion of the M.C.A.T. and on the G.R.E. education, engineering, geology, music, and psychology tests.
- Large declines on the verbal portion of the G.R.E. and on the G.R.E. French, history, and English-literature tests.
- Extreme declines on the sociology and political science G.R.E. subject-area tests.

To determine those changes, Mr. Adelman compared the 1981-82 test-score standard deviation, which is the range of scores on either side of the mean that includes about two-thirds of the test scores, with the average standard deviation of the test over an 18-year period. He used that method to account for the fact that he is comparing different groups of students. Comparing only 1964 and 1982 scores "does not change the results that much," he said. Factors such as the number of test-takers, or their age, race, sex, citizenship, and native language, do not account for the test-score changes, he said.

Instead, the students' undergraduate major offers "the most convincing explanation," Mr. Adelman said.

With the exception of engineering, students who major in professional fields—business administration, education, social work, and journalism—"consistently underperform" those in arts and sciences, he said.

### Philosophy Majors' Skills

The arts and sciences, particularly mathematics, economics, philosophy, and chemistry, are "characterized by formal thought, structural relationships, abstract models, symbolic languages, and deductive reasoning," Mr. Adelman said. Students with those skills do better on standardized tests, he said.

For example, according to Mr. Adelman's figures, in 1981-82 the mean score of philosophy majors on the verbal portion of the G.R.E. was 17.6 per cent higher than the overall mean of those who reported majors, and business-administration majors scored 9.1 per cent below the mean. On the quantitative portion of the G.R.E., scores of philosophy majors were 4.6 per cent above the mean, while business students scored 2.3 per cent below.

Noting that his conclusions had been drawn, for the most part, from published data, Mr. Adelman called on researchers at the testing services to study the issues and verify his conclusions using the more ample primary data to which they have access.

He also urged test administrators to require all test-takers to provide background information, and to ask the same questions about factors such as native language, work experience, and undergraduate major.

Collecting and reporting consistent information would "mitigate the effects of the misuse of tests," Mr. Adelman said.

Policymakers do consider test scores in developing academic policies, "but the nature of their perceptions and judgments will result in *gross* misuse of the scores if the data are inconsistent and incomplete," Mr. Adelman said.

*The Standardized Test Scores of College Graduates, 1964-82* is available through ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. Call them at 800-227-3742 for ordering information.

## How Students Performed on Graduate Admissions Tests

Percentage above or below the 1981-82 national average

| Undergraduate Major | LSAT | GMAT | GRE Verbal | GRE Quantitative |
|---|---|---|---|---|
| **Humanities** | | | | |
| Arts and Music | − 0.5% | − 1.2% | + 1.7% | − 8.4% |
| English | + 5.6% | + 4.1% | +14.5% | − 5.7% |
| Foreign languages | + 5.7% | + 3.3% | + 7.9% | − 4.2% |
| History | + 2.9% | + 4.6% | +10.8% | − 5.5% |
| Philosophy | + 8.7% | +11.0% | +17.6% | + 4.6% |
| Other humanities | + 4.7% | + 1.8% | + 7.3% | − 5.0% |
| **Social Sciences** | | | | |
| Anthropology | + 4.0% | — | +16.4% | − 1.7% |
| Economics | + 9.6% | + 7.3% | + 0.8% | +12.4% |
| Government | + 3.3% | + 4.6% | — | — |
| Political science | − 1.6% | + 0.6% | + 3.5% | − 5.0% |
| Psychology | + 0.9% | + 0.8% | + 3.1% | − 4.0% |
| Sociology | − 7.0% | − 5.0% | − 5.0% | −15.0% |
| Other social science | − 0.9% | + 0.3% | − 0.4% | − 7.2% |
| **Sciences** | | | | |
| Biology and biological sciences | + 4.0% | + 3.3% | + 5.4% | + 8.0% |
| Chemistry | + 7.6% | + 7.5% | + 2.1% | +18.3% |
| Mathematics | +12.8% | +13.3% | + 2.7% | +26.3% |
| Physics | — | — | + 6.6% | +29.5% |
| Other science | + 2.8% | + 0.8% | + 3.5% | +14.5% |
| **Business** | | | | |
| Accounting | + 3.4% | − 1.5% | — | — |
| Business administration | − 4.5% | — | − 9.1% | − 2.3% |
| Finance | + 3.4% | − 0.8% | — | — |
| Management and industrial management | − 5.4% | − 7.7% | — | — |
| Marketing | — | − 8.1% | — | — |
| Other business | − 0.9% | − 5.0% | — | — |
| **Other** | | | | |
| Computer science | — | + 5.4% | − 1.5% | +22.9% |
| Education | − 8.7% | − 4.2% | −10.4% | −15.8% |
| Engineering | + 8.0% | +10.0% | − 7.3% | +25.1% |
| Journalism | + 0.7% | — | + 5.7% | − 8.6% |
| Social work | −10.1% | — | − 9.1% | −20.8% |
| Speech | − 2.7% | — | − 8.0% | −14.3% |

— Indicates that figures are not available.

Note: The national averages used for the comparisons are mean scores of all test-takers in 1981-82 who indicated a major. The tests are the Law School Admissions Test, the Graduate Management Admissions Test, and the Graduate Record Examination. Because the tests have different categories of undergraduate major, some categories are combined.

SOURCE: CLIFFORD ADELMAN, NATIONAL INSTITUTE OF EDUCATION

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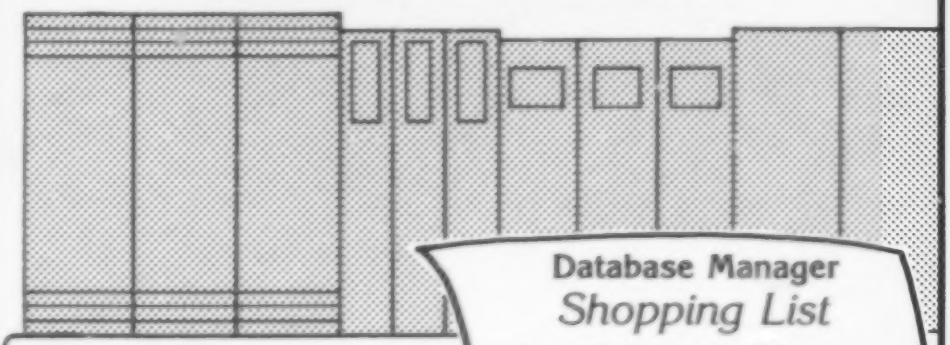

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## News Summary

Articles on inside pages

**Albert Shanker** has called for the development of a comprehensive national licensing examination for new teachers in elementary and secondary schools. Story on Page 19.

**Hard-sell tactics** to market beer on campuses have been toned down some in the past year—but not enough, many say. Story on Page 15.

**The new chairman** of the Senate Finance Committee has said he would oppose a Treasury Department proposal to limit tax incentives for donations to colleges. Story on Page 23.

**Women in higher education** say they still face subtle discrimination despite legislation and university policies. Story on Page 27.

**This fall** the National Invitation Tournament will organize a preseason version of the oldest college basketball championship in the country. Story on Page 31.

**Thomas Kean,** governor of New Jersey, has asked the legislature for fiscal autonomy for the state's colleges. A summary of governors' state-of-the-state messages is on Page 12.

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# *Brouhaha over Historian's Use of Sources Renews Scholars' Interest in Ethics Codes*

## Brouhaha

By KAREN J. WINKLER

A bitter, two-year-old dispute concerning the use of historical sources has sharply divided members of the history profession, leaving one side charged with "tendentious misconstrual of evidence" and the other accused of "extremism" and impropriety.

At the eye of the storm is a book, published in 1981 by Princeton University Press, called *The Collapse of the Weimar Republic: Political Economy and Crisis*, by David Abraham, an assistant professor of history at Princeton University. In it, Mr. Abraham argues that German big business played a significant role in the rise of Nazism. Mr. Abraham's critics argue that not only is he wrong about that, but he also deliberately tampered with the documentary evidence to make his case.

- **How reliable are scholarly books?**
- **How should scholars conduct their disputes?**
- **What is the role of a professional association in setting ethical standards and enforcing them?**
- **What is the proper punishment for error or malfeasance?**

Although the historians directly involved in the dispute are relatively

*Continued on Page 8, Column 1*

## Ethics Codes

More and more scholarly associations are revising, writing, or considering codes of professional ethics for their members.

And some of the organizations are developing detailed procedures for enforcing their codes.

For example, a dispute among historians over David Abraham's alleged misuse of documents in his book *The Collapse of the Weimar Republic* (story at left) has prompted the American Historical Association to consider adopting a code of ethics for the first time in its hundred-year history.

"We are seeing a lot more interest in ethics within the associations," says

*Continued on Page 9, Column 1*

# *Many Universities Are Weighing Sale of Their Hospitals*

By JEAN EVANGELAUF

A growing number of universities, scrambling to adjust to changes in the way health care is provided and paid for, are looking seriously at spinning off, selling, or leasing their teaching hospitals.

So far, only a handful of teaching hospitals have been sold, leased, or reorganized as separate nonprofit corporations, but such ideas are getting increased attention as institutions explore ways to survive and prosper in a health-care system that is becoming more complex and competitive.

An official at the University of Louisville, which leased its hospital to a profit-making chain in 1983, says he now spends a great deal of time fielding calls from other medical schools asking how the deal was made.

And an administrator who was involved in transferring the University of Maryland's hospital to a separate nonprofit cor-

*Continued on Page 20, Column 1*

# Reagan Says He Has 'No Intention' of Abolishing Education Dept.

## Gives assurance in letter to Senator Hatch; move is seen likely to speed approval of William Bennett to be new Secretary

By DONNA ENGELGAU
WASHINGTON

To help speed the confirmation of William J. Bennett as the next Secretary of Education, President Reagan last week assured Congress that he had "no intention of recommending abolition" of the Department of Education "at this time."

Mr. Reagan's statement came shortly after questions about the future of the department became the key issue in a Senate hearing on Mr. Bennett's nomination.

Mr. Bennett, who is chairman of the National Endowment for the Humanities, was pressed by Sen. Lowell P. Weicker, Republican of Connecticut, on whether he felt the Department of Education should be abolished. Mr. Bennett declined to answer the question, but said that he expected the department to continue and that Mr. Reagan had not asked him to dismantle it.

"I have no intention of spending a large part of my time in the next four years debating whether there should be a Department of Education," Mr. Bennett said. "I have other priorities."

Sen. Orrin G. Hatch, the Utah Republican who chairs the Committee on Labor and Human Resources, tried to defuse the issue by saying that any efforts to eliminate the department would not succeed because Congress "has better things to think about. There is no reason for us to work ourselves up over this issue."

### Weicker Threat

But Senator Weicker demanded that Mr. Reagan state in writing whether he intended to recommend that the department be eliminated. Mr. Weicker indicated that he might try to delay the nomination unless he was assured that Mr. Reagan had no plans to abolish the department.

Following Mr. Reagan's statement last week, Senate aides said they expected that Mr. Bennett's nomination would be approved quickly by the full Senate.

Sen. Weicker said he was "satisfied that the Administration will not seek to shut down the Department of Education. Dr. Bennett can now concern himself with the management and improvement of the department, not its eradication."

When the Bennett nomination was announced a few weeks ago, aides to the President said Mr. Reagan was "still committed to the concept of abolishing the Department of Education" and had directed Mr. Bennett to conduct a thorough study of the department and the role of the feder-

*Continued on Page 24, Column 1*

# U.S. and Russia Tentatively Agree to Resume Scientific Exchanges Suspended in 1980

By MALCOLM G. SCULLY
WASHINGTON

The U.S. National Academy of Sciences and the Soviet Academy of Sciences have tentatively agreed to resume scientific exchanges, which have been suspended since 1980.

Representatives of the two academies signed a "draft protocol" in Moscow last month following two days of meetings. Frank Press, president of the U.S. academy, led the five-member American delegation.

The protocol, which outlines a two-year agreement for scientific exchanges in 12 areas, is subject to change and must be ratified by the councils of both academies

*Continued on Page 37, Column 1*

**Soviet Union and institute in Austria open research "hot line": Page 36**

# Rate of Default Declines on Loans to Students, Varies Widely Among States

WASHINGTON

Default rates under the Guaranteed Student Loan program vary dramatically from state to state—from a high of 12.8 per cent in the District of Columbia to zero in North Dakota in fiscal 1983. Rates rose in 31 states from 1981 to 1983, but dropped in 17 others, a survey has found.

The default rate is the amount of money owed on delinquent loans divided by the total amount of money loaned.

The overall national default rate decreased from 10.17 per cent in 1981 to 9.16 per cent in 1983, while the dollar volume of loans in default grew 77 per cent, from $867-million in 1981 to $1.53-billion in 1983, according to a report by Jerry S. Davis, director of research and policy analysis at the Pennsylvania Higher Education Assistance Agency.

"This increasing default volume was expected, as huge volumes of Guaranteed Student Loans made in fiscal 1979, 1980, and 1981 reached maturity," Mr. Davis said.

### Alaska Posts Biggest Decrease

The biggest drop occurred in Alaska, where the default rate went down 5.03 percentage points from 1981 to 1983. States where default rates rose the most in the three-year period include Arizona, California, the District of Columbia, Hawaii, Nebraska, Texas, and West Virginia, with increases ranging from 4 to nearly 13 percentage points.

The survey, which was based on data gathered by the Education Department, is of particular interest because paying off defaults in the Guaranteed Student Loan program costs the government about $800-million a year.

Budget pressures are forcing increased scrutiny of the causes of, and possible solutions to, the problems of student-loan defaults.

But the survey indicates that the default problem is not as bad as many people believe it to be, said Mr. Davis.

"Discussions of default rates and soaring default volumes and their costs to the Guaranteed Student Loan Program all too often treat these problems as if they were monolithic among all states," he said.

"The default problem is not the same for all states. These differences suggest that remedies for the problem cannot be couched in terms of national or program-wide solutions, but must recognize the different situations among the states," he continued.

States with long-established student-loan-guarantee agencies generally have better default rates than states with newer agencies. Mr. Davis called agencies "established" if they guaranteed at least 40 per cent of their total loans before fiscal 1981; "new" states guaranteed over 40 per cent since that year.

Default rates dropped in 17 of the 23 states that have "established" guarantee agencies.

### Increases in 31 States

State guarantee agencies insure lenders who make Guaranteed Student Loans against default, and the federal government in turn insures state agencies for the loans they back.

Default rates increased in 31 states, largely because they had new agencies with limited experience insuring student loans, Mr. Davis said.

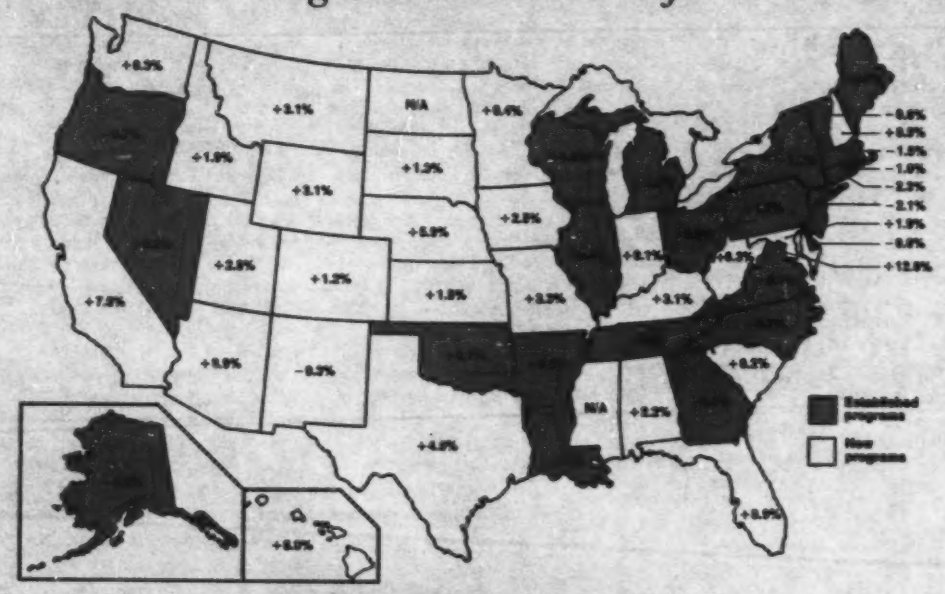
Mr. Davis said the decline in the overall national default rate was due primarily to lower rates in states that guarantee the largest volumes of loans, including Illinois, Massachusetts, New Jersey, New York, and Pennsylvania.

The number and dollar value of loans increased significantly from 1981 to 1983, with a total of $11.7-billion in such loans made during 1982 and 1983, the report says.

"Thus the recent huge increases in numbers of loan dollars guaranteed and reaching maturity has generated a not unexpected large increase in default loan dollar volumes," Mr. Davis said in his report.

—DONNA ENGELGAU

## 2-Year Change in Student-Loan Default Rates




### Default rates by state for fiscal 1983

| | | | | | |
|---|---|---|---|---|---|
| Alabama | 2.2% | Kentucky | 4.1% | North Dakota | 0.0% |
| Alaska | 1.4% | Louisiana | 5.1% | Ohio | 0.7% |
| Arizona | 8.9% | Maine | 2.9% | Oklahoma | 0.5% |
| Arkansas | 1.3% | Maryland | 5.2% | Oregon | 2.1% |
| California | 9.2% | Massachusetts | 2.4% | Pennsylvania | 5.0% |
| Colorado | 2.3% | Michigan | 2.7% | Rhode Island | 5.7% |
| Connecticut | 4.5% | Minnesota | 5.2% | South Carolina | 0.9% |
| Delaware | 2.0% | Mississippi | 3.6% | South Dakota | 2.6% |
| District of Columbia | 12.8% | Missouri | 6.4% | Tennessee | 3.2% |
| Florida | 2.0% | Montana | 3.1% | Texas | 4.5% |
| Georgia | 4.4% | Nebraska | 6.2% | Utah | 2.8% |
| Hawaii | 8.0% | Nevada | 6.2% | Vermont | 2.8% |
| Idaho | 4.6% | New Hampshire | 1.5% | Virginia | 0.0% |
| Illinois | 2.4% | New Jersey | 4.7% | Washington | 1.5% |
| Indiana | 2.1% | New Mexico | 0.3% | West Virginia | 6.3% |
| Iowa | 3.8% | New York | 0.4% | Wisconsin | 5.4% |
| Kansas | 7.3% | North Carolina | 3.5% | Wyoming | 3.1% |

Note: "Established" states guaranteed at least 40 per cent of their total student loans before fiscal 1981. "New" states guaranteed over 40 per cent of their student loans after that year. The figures show the change in the default rate from fiscal 1981 to fiscal 1983. n/a: Not available

SOURCE: JERRY S. DAVIS, PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY

# U.S. Science Board Shifts Structure and Operations

WASHINGTON

The National Science Board, the policy-setting arm of the National Science Foundation, has announced changes in its structure and operation intended to increase its guidance and supervision of the foundation's programs.

The changes include the creation of new committees of the board and a shift in the way the board approves the foundation's spending.

Roland W. Schmitt, the board's chairman, said he and Erich Bloch, the foundation's director, had planned the changes to allow the board to devote more time to overseeing and shaping N.S.F. programs.

Congress now requires the board to approve individual grants made by the foundation that exceed $500,000 for one year or $2-million over the period of the grant.

Board members have complained that complying with that requirement consumed too much of their time and focused most of their attention on only a portion of the foundation's programs—mainly in the physical sciences, such as astronomy and earth sciences, where the largest awards are made.

Mr. Schmitt, senior vice-president for corporate research and development at the General Electric Company in Schenectady, N.Y., said the science board would ask Congress this year to drop the review requirement for awards exceeding $500,000 that the director and board agree are "routine."

—K. McD.

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## News Summary

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**Enrollment** in remedial courses increased between 1978 and 1984 at 63 per cent of the colleges that offer them. Story on Page 3.

**Mark Twain's greatest novel,** *Adventures of Huckleberry Finn,* is 100 years old and still causing trouble. Story on Page 5.

**Most student representatives** in the senate of the University of Minnesota would lose their positions under a proposal to be voted on this week. Story on Page 10.

**The nomination** of William J. Bennett as Secretary of Education was confirmed by the Senate last week. Story on Page 31.

**Gary L. Jones,** the No. 2 official in the Education Department, is leaving his post, in part because of pressure from conservative leaders. Story on Page 31.

**A strike** by clerical workers at Columbia University was averted last week. Story on Page 41.

**Some academics** at colleges in Maine are working for the state's Court Mediation Service, trying to help people settle their differences out of court. Story on Page 41.

**A television contract** between the University of Miami and CBS-TV raises new questions about broadcast rights for so-called "crossover" games. Story on Page 44.

**Intellectuals** who took part in an unofficial sociology seminar in Belgrade have been sentenced to prison for disseminating "hostile propaganda." Story on Page 45.

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'A JOB ON THEIR HANDS'

# Panel Calls Bachelor's Degree Meaningless, Asks Professors to Take Lead in Restoration

**"The public at large and the academic community itself are uneasy with the evidence of the decline and devaluation of the bachelor's degree in the recent past. To restore integrity to the bachelor's degree there must be a renewal of the faculty's corporate responsibility for the curriculum."**

—FROM THE REPORT OF THE PROJECT ON REDEFINING THE MEANING AND PURPOSE OF BACCALAUREATE DEGREES

By MALCOLM G. SCULLY

WASHINGTON

Charging that the bachelor's degree has become a virtually meaningless credential, a committee of the Association of American Colleges is calling on college and university faculty members this week to take the lead in restoring coherence to the curriculum.

In a report being issued at the association's annual meeting here, the committee places much of the blame for what it describes as the "decline and devaluation" of undergraduate education on faculty members.

"Central to the troubles and to the solution are the professors," the report says.

"The development that overwhelmed the old curriculum and changed the entire nature of higher education was the transformation of the professors from teachers concerned with the characters and minds of their students to professionals, scholars with Ph.D. degrees with an allegiance to academic disciplines stronger than their commitment to teaching or to the life of the institutions where they are employed."

### Third Critical Report

Entitled *Integrity in the College Curriculum: A Report to the Academic Community,* the report is the third in recent months to decry the present condition of baccalaureate education. In October, a study group established by the National Institute of Education cited a series of "warning signals" that the quality of undergraduate education had declined (*The Chronicle,* October 24). In November, the new Secretary of Education, William J. Bennett, then chairman of the National Endowment for the Humanities, issued a 42-page report calling for a restoration of coherence and vitality to undergraduate programs in the humanities (*The Chronicle,* November 28).

The A.A.C.'s report is based on its "Project on Redefining the Meaning and Purpose of Baccalaureate Degrees," which was set up in 1982 under the direction of a 19-member committee.

"Our report addresses the crisis in American education as it is revealed in the decay of the college course of study and in the role of college faculties in creating and nurturing that decay," the panel says.

"Although effective remedies will require the dedication and energies and talents of many cooperating individuals and institutions, our own experience as teachers and as students of American higher education leads to one inescapable conclusion: the college professors of the United

*Continued on Page 13, Column 1*

# *Many Emigrant Scientists from Russia Found Disoriented by Life in Israel*

By HERBERT M. WATZMAN

JERUSALEM

Many of the Jewish scientists and scholars who have come here from the Soviet Union say their problems did not end when they reached their new country.

Often, they say, they arrived in Israel to find that their research was unknown, their specialties were of little interest to Israeli universities, and the job opportunities were minimal.

### Suddenly Free to Publish

Even those with international reputations or with professional connections here find themselves disoriented by an environment that is stimulating but unfamiliar. They are suddenly free to publish what they wish, to travel to international conferences, and to pursue any line of research for which they can find grants. But they must also master a new language, learn how to apply for grants, and adjust to a level of independence unknown in the Soviet Union.

Some 1,600 immigrants who held academic positions in the Soviet Union have come to Israel since 1971, when exit permits were first granted in significant numbers, according to Shmuel Adler, head of the Center for Absorption in Science at the Israeli Ministry of Absorption. Only 10 per cent of them have found jobs at Israel's universities, he said in a recent interview. Of the remainder, many are employed at other levels of education or in industry, and some are jobless.

Mr. Adler's center helps new immigrants compete for jobs at the country's seven universities, but a qualified newcomer does not have to depend on the vagaries of Israel's higher-education budget to find a position. The Ministry of Absorption will finance his or her salary and research for up to three years.

The vast majority of Russian immigrants came to Israel in the 1970's and have had about a decade of experience in their new country. Prominent among them is Ed-

*Continued on Page 46, Column 1*

## Reagan's Budget: How It Affects Higher Education

- Approximately one million students would lose some federal aid.
- Overall spending for research would not keep pace with inflation, but there would be increases for defense and space projects and the National Science Foundation.
- The arts and humanities budgets would be cut and the Institute of Museum Services phased out.
- International exchanges would get $30-million more.
- The Fund for the Improvement of Postsecondary Education would be phased out.
- College libraries and cooperative education would get no money.
- Funds for health-professions education would be eliminated.

*For details, see Page 31.*